

Hispanic Serving Institutions Grant: Addressing Acute Student Needs at Mt. SAC

Introduction

Over the years, the College has pursued grants to complement our resources in addressing our students' retention, persistence, and success, particularly in basic skills courses. As a result of many faculty and administrators' vision and hard work, we have strong programs and services such as the Bridge Program's learning communities, the LAC's Learning Lab, the Writing and Reading Assistance Center (WRAC), and the Math Activities Resources Center (MARC), just to name a few. Following the heels of the most recent U.S. Department of Education Title V Hispanic Serving Institution grant that ended in 2004, we successfully garnered yet another Title V grant for five years to continue to address persistent, acute student learning needs. This time, we are focusing on reading, writing, and integrated student services.

What are the goals of this grant?

Title V Five-Year Institutional Goals
1. Improve curricula and instructional delivery with a focus on community needs, student access, and learning.
2. Offer comprehensive student services and programs to facilitate student success.
3. Assist students to unlock barriers to course completion and certificate and degree attainment.
4. Provide staff and faculty with knowledge and skills required for effective teaching, leadership, teamwork, management, and customer service.
5. Expand and improve institutional technology infrastructure to increase the capacity of the college to better serve students.
6. Increase fiscal stability by increasing the capacity of the college to raise revenues to support and maintain new initiatives.

Here are the activities we are working on in each of the five years:

Year One	Year Two	Year Three	Year Four	Year Five
Improve Writing Skills and Success in Developmental and Gateway Courses				
Develop integrated writing center	Pilot writing and data e-folders with tracking	Pilot writing across the curriculum		Assess and institutionalize practices
Pilot conversational tutoring, student writing workshops linked to developmental and gateway courses, and faculty workshops on writing across the curriculum				
Improve Critical Literacy Skills and Success in Developmental and Gateway Courses				
Assess reading level of textbooks	Publish reading level and delivery style of classes on Web	Assess reading level of syllabi and course materials; publish on Web; publish reading level of course materials in class schedule; faculty development in assessment of reading requirements		
Develop and pilot tutor training and tutoring for reading and study skills				
Expand Learning Communities in Developmental English and Reading				
Pilot sequential developmental English and reading learning communities.				
Identify faculty needs; begin faculty training	Faculty training; pilot faculty summer institute	Faculty training; design faculty mentor program	Faculty training and pilot faculty mentor program	Assess and institutionalize faculty training and mentoring
Improve Student Services Access and Intensity				
Enhance online orientation; develop online counseling; On Course faculty training; develop distance education orientation	Pilot online orientation and counseling; develop and pilot early alert; develop and pilot online probation workshop; develop and pilot student "map to success;" develop student services tracking system; pilot online distance education orientation; pilot Web-casting of developmental English and gateway courses	Pilot mandatory face-to-face probation workshops and referral; pilot tracking system	Assess and institutionalize early alert, probation workshops, and tracking	
Develop and Utilize Web Integration and Student Tracking Capabilities of New MIS				
Evaluate business processes; identify critical reports and Web services	Target business process improvements for new MIS; develop Web services and student tracking; train staff; create custom reports to support student success initiatives; integrate new student e-mail platform	Develop additional integrated Web services and continue staff training to leverage MIS capabilities		

What's our progress so far?

- Begun recruitment of key personnel
- Formed steering and faculty coordinators' committees
- Planned expansion of learning communities to include general education courses
- Directed grant funds to faculty development such as On Course and plans for Learning Communities Faculty Development Institute
- Begun mapping of student services processes
- Formed work groups to work on Year 1 activities (outlined in matrix above)

Who worked on the development of the grant proposal?

Faculty leaders include:

Counseling Department – Department Chair, Dr. Wanda Fulbright-Dennis; Dr. Julie Perez-Garcia; Lina Soto; Cynthia Burnett; Bridge Program – Patricia Maestro; English Department – Department Chair, Gary Enke; Dr. Tamra Horton; Kristina Allende; Maya Boehner-Staylor; Peter Churchill; Maria Estrada; Paul Frahs; Dr. Kathryn Henkins; Kimberley Quintana-Mullane; Learning Assistance – Patricia M. Bower; Barbara Gonzales; Dr. Lori Walker.



Administrative leaders include:

Vice President of Instruction, Dr. John S. Nixon; Vice President of Student Services, Dr. Audrey Yamagata-Noji; Dean of Counseling, Raul Rodriguez; Associate Dean of Counseling, Tom Mauch; Associate Dean of Humanities and Social Sciences, James Jenkins; Director of Research and Institutional Effectiveness, Barbara McNeice-Stallard; Director of Grants, Adrienne Price; Director of Learning Assistance Center, Meghan Chen.

Who are the members of the implementation team?

Title V Personnel:

Meghan Chen, Project Director

Faculty Coordinators:

Patricia Maestro, Bridge Program

Angel Lujan and Julie Perez-Garcia, Counseling

Gary Enke and Kristina Allende, English, Literature, and Journalism

Pat Bower, Learning Assistance

Faculty Coordinator, Learning Communities – recruitment in process

Clerical Specialist (47.5% time) – recruitment concluding

Tutorial Services Specialist (WRAC) – recruitment in process

Tutorial Services Specialist (LAC) – recruitment in process

Title V Steering Committee Members:

Kristina Allende, English, Literature, and Journalism

Pat Bower, Learning Assistance
Gary Enke, English, Literature, and Journalism

Angel Lujan, Counseling
Dr. Julie Perez-Garcia, Counseling

Dr. John S. Nixon, Vice President of Instruction
Dr. Audrey Yamagata-Noji, Vice President of Student Services

Dr. Virginia Burley, Dean of Instruction

Kerry Stern, Dean of Library & Learning Resources

James Jenkins, Associate Dean of Humanities and Social Sciences

Tom Mauch, Associate Dean of Counseling

Adrienne Price, Director of Grants

Patricia Maestro, Bridge Program

Meghan Chen, Director of Learning Assistance Center



Questions? Want to get involved?
● Please contact Meghan Chen at
| mchen@mtsac.edu, ext. 5669, or
| any of the faculty coordinators.